CMS Lesson Plan

Teacher: Clary, Grimes and King Lesson Date: 9/24 – 9/25 2015

Subject: 8th Georgia Studies

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **SS8H2: Analyze the colonial period of Georgia’s history.**   1. Explain the importance of James Oglethorpe, the Charter of 1732, and reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah. 2. Evaluate the Trustee Period of Georgia’s colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida. 3. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.   **SS8H3: Analyze the role of Georgia in the American Revolution.**   1. Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (i.e., Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence.   Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah. | *Thursday, Friday Schedule*  **Opening-Introduction Question**  **Lesson part 1- Students will pair up in small groups and quiz each other over their classroom notes in review of the first Countywide Benchmark test over Unit 1.**  **Activity 1- Students will complete this through the use of an interactive technology activity. (KAHOOT IT) Topics: Georgia’s role in the American Revolution Activity and review.**  **Closing-Ticket out Door**  **EU/EQ- PRODUCTION, DISTRIBUTION, AND CONSUMPTION: The student will understand that production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.**   * What were the economic reasons for the establishment of the Georgia colony? * How did Georgia become a Royal colony and what effect did this event have on the colonists?(H2c) * What goods/services did the early colony of Georgia attempt to produce? (H2c, E1) * What crops were to be produced in colonial Georgia, according to the British government? Why were many of those crops not successful? (E1) * How did Georgia contribute to British mercantilism? (E2)   **EU/EQ- CONFLICT AND CHANGE: When there is conflict between or within societies, change is the result.**   * What were the causes, both immediate and long term of the American Revolution against England? (H3a) * What role did Georgia play in the American Revolution? (H3b)   **EU/EQ- Individuals, Groups, Institutions: The student will understand that the actions of individuals groups, and/or institutions affect society through intended and unintended consequences.**   * What persons /groups/events were significant to the development of the new government of the U.S. of America and of Georgia and how? (H3b, H4b)   **EU/EQ-Governance: As a society increases in complexity and interacts with other societies, the complexity of the government also increases.**  How did past experience of the patriots with England’s monarchy influence their decisions regarding a new form of government? (H3a, H4a,b) |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)***:**  EU/EQ- CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.  EU/EQ- DISTRIBUTION OF POWER: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary value and beliefs  EU/EQ- LOCATION: The student will understand that location affects a society’s economy, culture, and development.  EU/EQ- GOVERNANCE: The student will understand that as society increases in complexity and interacts with other societies, the complexity of the government also increases. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| min | **Get started/Drill/Do Now:**  *Students will work on a warm up consisting of the following:*  *Students will read their preferred book for Clear (Counting Lexiles Encourages Active Reading) time and do a Quickwrite. Selected students will share their Quickwrite in class.* | **Summarize (quick write)** |
| min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  **Students will complete a Do Now that will consist of information learned before in order to establish prior knowledge. Students will complete a KWL regarding the American Revolution. They will also be asked to list 5 words they associate with the American Revolution.** | **Summary of Unit 1** |
| min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, and shared writing, discussion, writing process.)*  **Students will compete in an interactive technology activity, cornell notes, and classroom discussion regarding Georgia Role in the American Revolution. Throughout the lesson, students are addressed using the EQ and are analyzing the vocabulary words in order to establish a better understanding of the information.** | **Summary of Unit 1** |
| min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  ***Students will complete a choice task individually or with small groups. If completed in small groups, students will be assigned a task to complete in order to ensure understanding.*** | **Summary of Unit 1** |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Students will complete a choice task reviewing the information. | **Summary of Unit 1** |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **Students will complete the essential questions.** | **Summary of Unit 1** |
| min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  **Complete review questions based on Unit 1.** | **Complete review questions** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Students who are in need of assistance with ask teacher or work with teacher in group and/or will be given alternative reading materials and alternative assessments. | **Students will complete choice activities and summarize** |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* Review Questions, Coach book, Textbook |
| **Notes:**  Students will be grouped based on assessments (formative) and choice of activity |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |